SYNOPSIS OF THE Ph. D THESIS

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Title: **FACILITATIONS AND CONSTRAINTS TO THE MODERNIZATION OF HINDI TEACHING IN THE SCHOOLS OF KERALA**

Introduction

A sharpened focus on refining Hindi language education in the existing school curriculum of Kerala is meant to equip the learner into an efficient user of Hindi and be able to master the acquisition of language skills and in identifying the specific patterns of strengthening language competence. But there is marked disparity towards the attainment of such unique objectives of Hindi language education and the expected status through the present system of instruction. As the National and Official language of India, due emphasis is to be given to modernize varied dimensions and transactional modes towards mastery in Hindi language education. For the modernization of Hindi language teaching, creative and constructive instructional practices are to be designed, validated and practised. But research studies proved that a sizable number of teachers prefer the translation method as major transactional mode, which ignores the active use of the target language in their learning space and is ineffective in the acquisition of language skills in Hindi.

The present educational scenario is competitive, dynamic and drastic changes are occurring phenomenally. This situation has given rise to the need for restructuring the transactional modes of education,especially in language disciplines at all levels so as to make it meaningful and compatible in the instructional sphere to further channelize and streamline their contribution to build an advanced nation. With respect to Hindi language education in Kerala, there is scantiness in producing competent student forces with critical thinking, reasoning ability, problem solving skills and inductive learning. Only a minority of teachers have succeeded in practicing and experimenting with innovations and in giving shape to the ideas by attaining such core outcome suggested by the curriculum framers. Educationists have held the view that the need of the hour is either the application of prevalent modern instructional strategies in the class room or developing such innovations for differentiated instruction.

The changed academic endeavour demands the incorporation of constructive approach along with the changed academic scenario. Recently, teachers are diversifying their pedagogical styles and strategies which are more appealing to students. They are adopting curriculum transaction modes which promote perceptive, discriminative, experiential and experimental teaching learning process. Freedom provided for teachers to adopt innovatory classroom practices, in-service training programmes and teacher empowerment programmes organized by the State Education Department, availability of instructional support including ICT devices, opportunities provided for students for critical, creative and logical thinking – all are facilitations to the modernization of Hindi teaching in the schools of Kerala.

In this context, Kerala Curriculum Framework (KCF) 2007 categorically states that quality of Hindi education is to be improved with the wholehearted co-operation of teachers in implementing modern instructional strategies in their learning space. But even after implementing the new curriculum, a sizable number of teachers are reluctant to change their existing transactional paradigms. Lack of skills of teachers in student centred teaching and ineffective class management, overloaded structural frame work of the syllabus, over work load of the teachers are some of the factors which act as constraints in the path way of modernization of Hindi language education.

Teaching of Hindi at school level is passing through a transitional period. So many factors exist in the field which act as facilitations to the modernization of teaching Hindi in the State. Identifying these aspects will develop confidence in instructional practitioners and act as a foundation while planning the future developmental activities related to Hindi language education.At the same time, identifying the constraints to the modernization of Hindi teaching also demands high attention on the part of educational planners and administrators. This can be treated as the first step in removing the obstacles in the way of progress and development in Hindi instruction.

The investigator being a Hindi teacher educator regularly interacting with the prevailing instructional practices, personally felt that using dynamic instructional practices including Models of teaching is an effective way to modernize the curriculum transaction process in Hindi. The subject experts selected for the study also highlighted the importance of following the instructional procedure using select Models of teaching, i.e. Role play, Synectics and Inquiry Training which were incorporated in the study as suggestive facilitations to the modernization of Hindi teaching and their effectiveness was compared with the prevailing Activity oriented approach.

Statement of the Problem

The study is entitled as

Facilitations and Constraints to the Modernization of Hindi Teaching in the Schools of Kerala

Hypotheses of the study

The following Hypotheses were formulated for the study:

1. Constraints outshine facilitations to the modernization of teaching Hindi
2. Awareness of Secondary school Hindi teachers about modern instructional methods, strategies and approaches is low
3. Techno pedagogical skills of Secondary school Hindi teachers are low
4. Attitude of Secondary school Hindi teachers vary widely with respect to their characteristics regarding the implementation of certain modern instructional methods, strategies and approaches, and it is more positive
5. The prevailing status of In-service teacher training and Teacher empowerment programmes conducted for Secondary school Hindi teachers in Kerala is low
6. Availability of Instructional support for teaching Hindi is not sufficient in the Secondary schools of Kerala
7. Administrative and Supervisory facilities available in the Secondary schools of Kerala are supportive for teaching Hindi
8. Role play Model, Synectics Model and Inquiry Training Model are effective facilitations in modernizing Hindi teaching at Secondary level in Kerala

Objectives of the study

The study mainly focuses on attaining the following objectives:

1. To identify the factors which act as facilitations to the modernization of teaching Hindi at Secondary level in Kerala
2. To identify the factors which act as constraints to the modernization of teaching Hindi at Secondary level in Kerala
3. To study the awareness of Secondary school Hindi teachers regarding modern instructional methods, strategies and approaches
4. To study the status of techno pedagogical skills of Secondary school Hindi teachers in Kerala
5. To study the attitude of Secondary school Hindi teachers in Kerala in the implementation of certain modern instructional methods, strategies and approaches in their learning space.

6. To study the prevailing status of In-service teacher training and Empowerment programmes conducted for Secondary school Hindi teachers in Kerala.
7. To study the availability of Instructional support for teaching Hindi in the Secondary schools of Kerala
8. To study the administrative and supervisory facilities available in the Secondary schools of Kerala for promoting teaching of Hindi
9. To test the effectiveness of Role play Model, Synectics Model and Inquiry Training Model as suggestive facilitations to the modernization of teaching Hindi at Secondary level in Kerala

Methodology

Mixed method combining both qualitative and quantitative approaches was employed, owing to the nature of the study. Both descriptive and experimental methods were used to collect the relevant data. Pre-test Post-test design was adopted for the study.

Sample selected for the study

The sample selected for the study comprised of 488 Secondary school Hindi teachers and 288 Secondary school students from various educational institutions of Kerala.

Investigative Support and Techniques Employed

1. Un-structured Interview
2. Questionnaire for Secondary school Hindi teachers
3. Attitude scale for Secondary school Hindi teachers
4. Lesson design based on Role Play Model
5. Lesson design based on Synectics Model
6. Lesson design based on Inquiry Training Model
7. Lesson design based on Activity oriented approach
8. Achievement Test in Hindi

Statistical Techniques used

Calculation of percentage, Mean, Standard deviation, Chi-square test, Z test, ‘t’ test, Analysis of variance (ANOVA) and Analysis of Co-variance (ANCOVA).

Major Findings and Conclusions

The major objectives of the study were to identify the aspects which act as facilitations and constraints to the modernization of Hindi teaching in the schools of Kerala.

- The study shows that there exist several facilitations in the process of modernization of Hindi instructional practices, out of which the most lead aspects are: freedom

given to students to express their ideas, importance given to knowledge construction, opportunities given for students to become independent learners, opportunities provided to students for critical, creative and logical thinking, source books as an addendum to grow by reflective trends.

- Even though there exist so many facilitations to the modernization process of Hindi teaching in the State, constraints like lack of skills of teachers in student centred teaching, lack of proper knowledge among teachers regarding modern instructional practices, reluctance of teachers to accept changes in instructional practices, lack of in depth processing in designing instructional materials and like are also prevalent.
- The detailed analysis shows that facilitations outshine constraints to the modernization of teaching Hindi in the schools of Kerala, which is a good sign as far as Hindi instruction at school level is concerned.
- Modernization of Hindi teaching demands the use of innovative methods, strategies, approaches and technologies in the teaching-learning space.
- Systematically conducted in-service and teacher empowerment programmes, availability of needed instructional support materials, good supervisory and academic support along with a positive attitude in teachers towards the implementation of modern instructional methods and strategies accelerate the modernization process in teaching Hindi.
- The study reveals that the sample has average awareness regarding modern instructional practices.
- Techno pedagogical skills have important role in modernizing the teaching of Hindi effectively. The study shows that the level of techno pedagogical skills of Secondary school Hindi teachers is satisfactory.
- Positive attitude towards modern instructional methods, strategies and approaches is necessary for making desired changes in the teaching-learning scenario. The study proves that the attitude of teachers in this regard is positive.
- Timely in-service and teacher empowerment programmes rejuvenate instructional practitioners with sound pedagogical knowledge, and thereby pave the way to modernization.
- The study shows that the status of in service and teacher empowerment programmes is satisfactory.
- Sufficient instructional support materials are also available in the Secondary schools.

- Administrative and supervisory support is very much needed for experimenting with modern instructional practices. The study shows that the administrative and supervisory facilities available in the schools are supportive.
- The experimental part of the study conducted to test the effectiveness of the three selected Models of teaching i.e. Role play, Synectics and Inquiry Training Model with the present Activity oriented approach shows that the experimental groups Role play and Inquiry Training Model scored much higher than the control group, while the performance level of the creativity oriented Synectics group was below than that of the control group.

Educational Implications of the study

A close analysis of the facilitating factors in the teaching-learning scenario of Hindi language education at school level will act as a basement for erecting future developments related to varied curriculum transaction modalities. At the same time, evidences about the constraints experienced by teachers in the pathway of modernization process of Hindi language education will assist educational planners and administrators to overcome them and lead the Hindi teaching-learning scenario into a prolific and activating endeavour. Expert judgement reveals that facilitations outshine constraints to the modernization of Hindi teaching in the schools of Kerala. This condition is favourable as far as the Hindi teaching scenario is concerned. The study reveals that the sample teachers have average awareness regarding modern instructional practices and the status of their techno pedagogical skills are satisfactory. This triggers the need to incorporate powerful learner oriented, technology mediated instructional paradigms to produce positive outcomes. The authorities should take timely and rational effort in construing the teachers with the advancement in the field of pedagogical landscape of Hindi language education. Conduct of more ICT oriented in-service programmes is the need of the hour as far as the development of techno pedagogical skills in teachers are concerned. Positive attitude towards modern instructional practices in teachers is most needed for experimenting with innovative teaching strategies. The study reveals that the sample teachers have positive attitude in this regard. Conscious efforts should be taken consistently for creating positive empowerment in practitioners in Hindi language to use the potential opportunities, dynamic learner centred practices, paradigm developments and enhancement of accountability status for recharging them. Even though the status of in service courses and teacher empowerment programmes were found to be satisfactory, a pragmatic research based framework should be evolved for such programmes towards self-monitoring, quality ridden and effective practices of Hindi language teaching. Availability of ample number of instructional support materials for Hindi teaching will accelerate the pace of modernization process. Dynamic gadgets of instruction along with improvised instructional

support materials should be made alluring. Study reveals that teachers are getting good administrative and supervisory support which will be highly beneficial in effectively experimenting with modern instructional practices.

Implementation of a wide range of explicit teaching strategies like Role play, Synetics and Inquiry Training Model, focus on student oriented approaches to the effective imparting of Hindi language teaching. The study shows that Synetics Model does not display the set proficiency in enhancing linguistic competency in learners. This performance deficit of this model focus on suggesting certain possible operations needed to complete the task.